

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** English | **TC Name:** Danya Zaitzow | |
| **Grade Level:** 10 | **Date:** | |
| **Topic:** The Shakespearean Sonnet | **Time of Class:** 80 minutes (x3) | |
| **AT Name:** | **Room # / Location:** | |
| **1. Curriculum Expectation(s) and Learning Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (*list. 1-3 specific expectations from the Ontario curriculum} Be realistic about how much you can accomplish in one lesson.*  |  | | --- | | 1. generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate 2. revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies 3. produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations | | | |
| 1. **Learning Goal(s) for the lesson:** *(In your own words, what do you want the students to have learned by the end of the lesson? How will you know they have learned?)*  |  | | --- | | 1. Students will identify the conventions of writing a Shakespearean Sonnet, including rhyme scheme and meter 2. Students will write their own Shakespearean Sonnet collaboratively using the rhyme scheme and meter applied to this specific poetic form 3. Students will publish their collective works in a book of poems. | | | |
| **c) Assessment Strategies: (***List the assessment strategies you will use to determine if students have learned what you want them to learn.)*   |  | | --- | | -students will participate in the IWB lesson, identifying different aspects of a Shakespearean sonnet  -students will collaboratively produce a Shakespearean Sonnet and publish it for the class |   **2. Preassessment and Accommodations/Modifications** | | |
| *(What can you do to ensure the success of all students?)*   |  |  | | --- | --- | | **Preassessment: (***Describe the student(s))* | **Accommodation/Modification:** *(how will you adapt your lesson?)* | | **Academic Needs:** *(e.g. student finishes early or doesn’t finish.*  *e.g. Student has difficulty understanding*    **Behavioural/Social/Emotional Needs:**  e.g. student distracts others, gets out of his seat.  *e.g. student does not participate*  **Physical Needs**  *e.g. student difficulty seeing, hearing or moving*  **Diversity Needs:**  *e.g. student has difficulty communicating in English*  *e.g. accommodations due to different cultural background* | -group work will allow students to assist each other  -groups will be pre-assigned so that overachievers and underachievers are placed together  -as well, those who do not work well together and other social issues of the classroom will be taken into account  -groups who finish early will be given reading material, which will be poetry. Or, if they choose, they can join another group and act as a guide for them  -every student will be required to provide their first name and initial when joining their Collabedit group in order to receive participation points. Therefore, group accountability will be created  -ESL students and HSP students will work in the resource room  -students will be allowed to write about their own topic that they choose (approved by me to ensure nothing offensive) so that they can write from their own experiences | | | |

**3. Learning Environment** (*describe the setup for your classroom. Will they work alone or in groups? Will it be the same for the whole lesson? If students are moving how will you make sure smooth transitions?*

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| -students will be seated in their groups of 4 when they enter the classroom  -these groups will be the same for the entire lesson  -students will be able to get up from their seats in order to participate in the IWB portion of the lesson  -students will then be taken to the computer lab for the second half of the lesson and seated wherever they choose. They will be connected to their group through their Collabedit |

**4. The Overview (Agenda) for your lesson:** *(In this area, write the agenda (outline) as you will write it on the board for your students)*

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| -introduce the topic with a video  -IWB lesson  -group work, sonnet writing |

**5. Resources and Materials for your class** *(what resource do you and the students need for class: markers, scissors; graph paper, extra pencils, beakers, etc. How many will you need? If they will be using a textbook, list it here. If you used websites or other resources to prepare this lesson, reference those here)*

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| -computer  -interactive white board  -cables to connect computer  -computer lab  -list of student groups  -examples of sonnets |

**6. Content, Teaching Strategies, for Lesson (O***rganize the content for your lesson, as well as listing the teaching and assessment strategies. Include: an* ***Introduction*** *or Minds-on,* ***Instruction****,* ***Application*** *and* ***Consolidation*** *with approximate times for each portion with enough detail that another teacher could teach your lesson)*

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| ***Time*** | ***Teaching and***  ***Assessment Strategies/***  ***technology use*** | ***Detailed Description of your lesson including question*** |
|  | 5 minutes  5 minutes | *Introduction (Hook) What activity/questions will you use to introduce your lesson?*  -Have them come in and sit in their groups, do attendance  -Rufus Wainwright video of a sung version of Sonnet 29 |
|  | 50 minutes  20 minutes  5 minutes  15 minutes  10 minutes  40 minutes | *Instruction/Application – Detail what you will say, questions you will ask, and activities for the students.*  -go through the IWB lesson with them, which teaches them what poetic devices and forms are necessary in a Shakespearean sonnet  -explain to the students that they will be writing their own Shakespearean sonnet in their groups of 4 on Collabedit. This will be done solely on their computers, without any oral communication. It will be up to them to communicate on their own Collabedit page and peer-edit their sonnet. Allow for questions of clarification from the students  NEXT CLASS:  -seat them in groups, do attendance  -allow them time to discuss what they want their poem to be about and the general ideas they will be portraying in their poem  -move to the computer lab  -they will be given an entire class to work on their sonnet. As well, I will provide packages of examples of sonnets for them to learn from and use as guides |
|  | 20 minutes  30 minutes  20 minutes  10 minutes | *Consolidation- Referring back to the learning goals for the lesson, how will you know they have learned?*  NEXT CLASS:  -sonnet work  -once the sonnets are finished, the groups will work together to finalize their sonnets so that they are polished for publishing  -students will work in groups to add graphics or pictures to their page that accompany their sonnet  -students will then print their sonnets and I will collect them all and put them into one booklet for each student to have |

**7. Reflections: To be completed after you have taught the lesson.** (In this section, you will assess the effectiveness/ineffectiveness of your lesson and of your teaching.

**a) Effectiveness of your lesson***.*

*Include 2 or 3 lesson elements that were effective/ineffective. You may comment on some of the following: pacing of your lesson: variety of teaching and assessment strategies effective, and student engagement.*

*What do you need to learn more about? What do you need to work on when planning your next lesson? Should you discuss something with your AT or your FA?*

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| **What was effective/ineffective about your lesson** | **How do you know?** | **What steps will you take to improve?** |
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**b) Effectiveness as a Teacher:**

*Include 2 or 3 comments about your effectiveness as a teacher or areas that could be improved such as classroom management, questioning, adaptability, and oral/written communication.*

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| **What was effective/ineffective about you as a teacher?** | **How do you know?** | **What steps will you take to improve?** |
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